

Reading & Writing Instruction: Best Practices Central Kentucky (August)

CCLD Contacts	
Carrie Davis , Staff Support 120 Quinton Court, Suite 200 Lexington KY 40509 Phone: 859-257-5917 Fax: 859-323-2824 Email: crgrat2@uky.edu	Dawn Hanzel , Adult Literacy Director 120 Quinton Court, Suite 200 Lexington KY 40509 Phone: 859-257-6095 Fax: 859-323-2824 Email: Dawn.Hanzel@uky.edu
Meghan Borough , Adult Literacy Coordinator 120 Quinton Court, Suite 200 Lexington KY 40509 Phone: 859-257-5917 Fax: 859-323-2824 Email: meghan.borough@uky.edu	
Instructor Contacts	
TBD	TBD

Overview

This is one institute within the Experienced Teacher's Institute and is designed for KYAE adult education instructors of reading and writing who teach students in a classroom environment.

Prerequisites

This institute is intended for KYAE adult education instructors who were hired before July 2007. In order to participate in this institute, you must have taken *Orientation to Adult Education* (student orientation/intake/goal setting and adult learning theory). Additionally, you will be more fully prepared to participate in the institute if you have participated in TABE and OPT, *Assessment to Instruction* and *Effective Instructional Strategies*.

Institute Description

This institute is designed as an introductory overview of reading/writing instructional strategies and foundational knowledge needed to deliver research-based reading and writing instruction to students at all levels of learning.

Participants will be introduced to the various approaches to teaching reading to determine the most effective approach for instruction. They will receive modeling and practice in instructional reading strategies for teaching phonemic awareness, decoding, word recognition, fluency, vocabulary, and comprehension. Covering all aspects of the writing process, the institute will provide instructors with a toolbox of instructional strategies for writing skills development. Participants will explore and evaluate various formal and informal assessment tools. The strategies learned in this course may be adapted for students of all grade levels. Participants who have completed the *Effective Instructional Strategies* course prior to attending will benefit.

Learning Goals

1. Gain an understanding of:
 - a. The approaches to reading instruction, the definition of reading, and the reading process.
 - b. The various research-based instructional strategies and tools for teaching the four components of reading and the writing process.
 - c. The writing process and strategies for instruction for each component of the writing process.
2. Develop lessons that combine reading writing strategies.
3. Develop a toolbox of strategies and resources that can be applied to students of all grade levels.

Performance Objectives

This institute will enable students to:

1. Describe the approaches to reading instruction and identify your personal approach.
2. Define reading, the reading process, what good readers do and effective reading instruction.
3. Apply strategic teaching methods in delivering effective reading and writing instruction.
4. Apply strategies and tools to teach the four components of reading: a) Phonemic awareness and phonics (decoding, sight words), b) fluency, c) vocabulary, and d) comprehension.
5. Evaluate and adapt informal interviewing tools and apply results to lesson planning.
6. Demonstrate writing strategies in applying the writing process.
7. Develop, apply, and evaluate a classroom lessons based, on standards for reading and writing, using the strategic teaching method.

Institute Design

The institute will combine face-to-face sessions, demonstrations of instructional strategies, distance learning, classroom application of learning, and an opportunity to receive feedback from an instructional coach. The components of the institute are listed below. Specific instructions related to each are found in the Institute Schedule section of the syllabus.

- **Introduction**

Format: Online via ANGEL

- Assessment of Prior Knowledge
 - an online survey to determine participants' familiarity with the content of the institute before you attend
- Assignment
 - to prepare participants for institute participation

- **Kickoff Session**

Format: Two days face-to-face
Lexington (Exact location TBD)

- **Interim 1**

Format: Distance Learning

- Assignment

- Participants complete an assignment applying knowledge and skills to be covered during the kickoff session to the classroom.
 - Web-Conferencing
 - Participants meet via web conferencing to debrief, engage in discussion and sharing with peers, and prepare for upcoming sessions.
- **Continuation Session**
Format: Two days; face-to-face
Location TBD
- **Interim 2**
Format: Worksite
 - Classroom Project
 - a project during which knowledge acquired in the first two sessions will be implemented in the classroom, resulting in a formal lesson
 - Coaching Visits
 - an opportunity to practice instructional strategies, receive constructive feedback, and ask questions
- **Showcase Session**
Format: One day face-to-face including a showcase of classroom projects, participant sharing/discussion, additional resources & books, etc.
Location TBD
 - Other (TBD)
- **Wrap-up**
Format: online via ANGEL
 - Feedback on classroom projects
 - Assessment of Knowledge Gained
 - to determine the effectiveness of the institute overall and the knowledge gained as a result of participation
 - Other (TBD)

Books & Materials Used

- Participant binder complete with handouts
- Institute Supply Kit
- Books/Articles:
 - Culham, R. (2006). *100 trait-specific comments: A quick guide for giving constructive feedback on student writing*. New York: Scholastic, Inc.
 - Curtis, Mary E. & Kruidenier, John R. (2005). *teaching adults to read: A summary of scientifically based research principles*. National Institute for Literacy.
 - Hager, B., Garner, B., Smith, C., Bingman, M.B., Balliro, L., Mullins, L., Guidry, L. A., & McShane, S. (2005). *Understanding what reading is all about: Teaching materials and lessons for adult basic education learners*. National Center for the Study of Adult Learning and Literacy.

Jacobson, Erik; Degener, Sophie; Purcell-Gates, Victoria. (2003). *Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners*. National Center for the Study of Adult Learning and Literacy.

Lyon, George Ella. (1989). *Choices*. Lexington, KY: University Press of Kentucky.

McShane, Susan. (2005). *Applying research in reading instruction for adults: First steps for teachers*. Washington, DC: National Institute for Literacy.

Purcell-Gates, V. "There's reading and then there's reading: Process models and instruction." *Focus on Basis*, Vol. 2, May 1997.

Rylant, Cynthia. (1982). *When I was Young in the Mountains*. New York: Dutton Children's Books.

Assignments

Assignments are designed to assist participants in incorporating knowledge, strategies and tools learned in the institute into their classroom instruction. All assignments must be completed in a satisfactory manner (see scoring rubric) and submitted prior to the published deadlines in order to receive credit for the institute.

Angel Website

Angel is KYAE's online course management system. Using Angel you can download the institute syllabus, submit assignments, obtain course information, access resources and participate in discussion.

How to get to online courses in Angel:

After you have registered for this institute, you will receive an email on how to complete the online pre-work and pretest in Angel. You will also get an e-mail from kyvc@kyvc.org indicating that an Angel account has been created for you giving you your username and password so you can begin taking your online courses.

When you are ready to take your course, please go to the following Website:

<http://kyvae.ky.gov> or <http://www.kyvc.org>. You will see the login area in the middle of the page. If you are a new student, you will be prompted to change your password the first time you log into the system. After you successfully login, your course(s) will show up on the left hand side of that page under "Courses". To get started, click the name of the course. You may also update your personal information by clicking "Update Personal Information" under the "My Information" area.

If for some reason, your courses do not show up under "Courses" after you have logged into the system, please contact Toni Quire at 502.573.5114, ext. 113, or e-mail her at toni.quire@ky.gov. Please note: If you cannot remember your username and password of your Angel account, please contact Toni Quire, as well.

Successful Completion of PD Requirements

In order to fulfill professional development requirements, participants must attend all required institute days, including face-to-face sessions, Web conferences and conference calls, as well as, successfully complete all projects and tasks. A scoring rubric will be used to assess all projects and tasks. Projects will be evaluated by the facilitator.

Facilitators will work with participants when extenuating circumstances, such as a serious illness or a death in the family, occur that prevent a participant from attending a required component of an institute or training.

Expectations

- Assignments
 - In order to maximize the content of the institute, participants are expected to complete all additional components – pre-work, interim work, classroom project and coaching visit—prior to the assigned deadline.
- Attendance
 - Attendance is expected at all sessions and the web-conferencing events. If a serious situation, such as a serious illness or a death in the family, prevents attendance at any session, participants are asked to notify Carrie Davis at 859-323-2824 in advance of the scheduled session.
- Feedback form
 - Following each session participants will complete an online survey to give feedback on the session. Participants are expected to complete the form within one week of completing the session.
- Participation
 - Participants are expected to participate in lectures, discussions and activities in a manner that respects the beliefs, attitudes and feelings of fellow participants, facilitators and instructors.

Policies

- Cohorts
 - Participants join a cohort when they sign up for the institute in PD track. Cohort participants will remain as a group throughout the length of the institute. Participants may not change cohorts once the institute has begun.
- Inclement Weather Policy
 - Face-to-face sessions will be cancelled due to inclement weather only when the local county (county in which the session is to be held) school board closes schools. Please check area news channels for school closings.
- KYAE Professional Development
 - For updated information regarding KYAE policies and information, visit <http://www.kyae.ky.gov/educators/pd.htm> .

Institute Schedule

Introduction

**Due by
August 16,
2010**

Location: Online via Angel

Tasks to complete:

- Review and print syllabus and checklist
- Assessment of Prior Knowledge
- Assignments

Kickoff Session

**August 19,
2010
9am-4pm**

Location:

- Face-to-Face
- Lexington (Exact location TBD)

**August 20,
2010
9am-4pm**

Items to bring:

- Syllabus and checklist
- Other TBD

Learning:

Resources to be given:

- Participant Binder
- Institute Supply Kit
- Other TBD

Assignment (due at Continuation Session):

- TBD

Interim 1

**August 23,
2010 –
January 26,
2011**

Location: Online via Web Conference

Tasks to complete:

- TBD

Items to bring to Web Conference:

- TBD

Continuation Session

**January 27,
2011
9a-4p**

Location:

- Face-to-Face
- Exact location TBD

January 28,

Items to bring:

- TBD

2011
9a-4p

Learning:**Resources to be given:**

- TBD

Interim 2

January –
May, 2011

Location: On the job

Tasks to complete:

- Feedback Form
- Coaching Visit
- Classroom Project (due electronically by Showcase Session)
 - Classroom profile
 - Syllabus
 - Lesson Plan
 - Reflection
 - Samples of student work
- Other TBD

Showcase Session

May 13,
2011
9a-4p

Location:

- Face-to-Face
- Exact location TBD

Items to bring:

- TBD

Learning:

Wrap-up

Due by May
20, 2011

Location: Online via Angel

Tasks to complete:

- TBD
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Additional Resources

- Billmeyer, R. & Barton M.L. (1998). *Teaching reading in the content areas: If not me, then who?* Denver, CO: McREL.
- Campbell, Pat (2001). *Adult Diagnostic Reading Inventory*. Edmonton, Alberta: Grass Roots Press.
- Cheatham, J. B. Colvin, R, J. & Laminack, L. L. (1993). *Tutor: A collaborative approach to literacy instruction*. Syracuse, NY: Literacy Volunteers of America, Inc.
- Cromley, J. (2005). "Metacognition, cognitive strategy instruction and reading in adult literacy" in *Review of Adult Learning and Literacy*. (Vol. 5) National Center for the Study of Adult Learning and Literacy.
- Ellery, V. (2005). *Creating strategic readers: Techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension*. Newark, DE: International Reading Association.
- Harvey, Stephanie & Goudvis, Anne (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Markham, Ontario: Stenhouse Publishing.
- Johns, J. L. & Lenski, S. D. (2005). *Improving reading: Strategies and resources*. (4th ed.). Dubuque, IA: Kendall/Hunt Publishing Company.
- Kelley, M. J. & Clausen-Grace, N.. (2007). *Comprehension shouldn't be silent: from strategy instruction to student independence*. Newark, DE: International Reading Association.
- Kerka, Sandra. (1988). "Strategies for retaining adult students: The educationally disadvantaged." *ERIC Digest No. 76*. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education.
- Learning Disabilities Association of Minnesota. (2007). *The adult reading toolkit: A research-based resource for adult literacy*. Minneapolis, MN: author.
- Marzano, R. J. , Norford, J. S. , Paynter, D. E., Pickering, D. J. & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA:. Association for Supervision and Curriculum Development.
- Oczkus, Lori. (2004). *Super six comprehension strategies: 35 lessons and more for reading success*. Norwood, MA: Christopher-Gordon Publishers, Inc..
- Quigley, B. Allan. (1997). *Rethinking literacy education: The critical need for practice-based change*. San Francisco, CA: Jossey-Bass.
- Robb, L. (2008). *Teaching reading: A differentiated approach*. New York, NY: Scholastic Inc.
- Strucker, J. "What Silent Reading Tests Alone Can't Tell You: Two Case Studies in Adult Reading Differences." *Focus on Basics*, Vol. 1, Issue B, May 1997, pp. 13-16.
- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse Publishers.
- Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. Portland, ME: Stenhouse Publishers.